

YOU ARE INVITED TO PARTICIPATE
IN
AN EMERGENCY SYMPOSIUM ON THE
AMERICANIZATION OF CANADIAN UNIVERSITIES
ON MAY 17, 1969.
AT SIR GEORGE WILLIAMS UNIVERSITY
HALL BUILDING - ROOM H-435

There will be an opening address at 11:00 A.M. by Hugh MacLennan. At 12:00 o'clock we plan to have an informal luncheon. At 2:30 P.M., the actual symposium will take place. A panel of representatives from a dozen or so Eastern Canadian Universities will discuss with all who are in attendance. The enclosed statment will be the focal point of the symposium.

In order for us to make appropriate arrangements for the informal luncheon I would appreciate your letting me know if you are going to be in attendance.

Henry Beissel,
(Department of English)
Co-ordinator, Emergency
Symposium.

TO: Henry Beissel,
Room, H-560-2.

I shall be in attendance at the Emergency Symposium of the Americanization of Canadian Universities and intend to take part in the informal luncheon.

NAME: _____ DEPARTMENT: _____

H. Beisel

EMERGENCY SYMPOSIUM:

AMERICANIZATION OF CANADIAN UNIVERSITIES

Is there an emergency? Is there a need for the present symposium? First, let's take a quick look at some of the shocking facts.

In 1961, approximately 75% of faculty in Canadian Universities were Canadian.

In 1968, this proportion had dropped to about 49% by September, and has probably dropped further since then.

Between 1963 and 1965, Canadians earned an estimated total of 9,785 advanced degrees, of whom 1,272 were Ph.D.'s and 8,513 were M.A.'s. Of this group, only about 1,284 found jobs in Canadian universities--a fact which in itself should be a cause for concern. But from 1965 to 1967, Canada produced a total of 14,151 individuals with advanced degrees, of whom 1,837 were Ph.D.'s, and 12,312 were M.A.'s.

Of *this* group, *only* 1,320 found jobs in Canadian universities!

This means that five years ago, Canada was able to give employment to only 12.5% of her own qualified graduates. Last year, this proportion had *dropped* to only 9.5% of the total available.

QUESTION: *To what purpose the tremendous expansion of graduate faculties and the channeling of funds into graduate studies and facilities, if graduates are not being given full opportunity in this country?*

This year, Canadian universities made about 2,642 new appointments: this is less than one-quarter of the number of potential candidates graduated from Canadian universities. Yet, of this number, 2,280 were non-Canadian: 1,013 were Americans, 545 British, 722 others. Only 362 were Canadians, *the smallest single group!*

Between 1963-65, about 42% of appointments made in Canadian universities went to Canadians. Between 1965-67, this percentage dropped to 28%. In 1968, according to figures just released, this proportion had shrunk to only 14%.

QUESTION: *Is the Canadian situation exceptional? What is the comparable situation in other countries?*

In most countries--France, Italy, Germany, Sweden, Russia--the vast majority of academics are citizens of the country, and in some instances the law requires citizenship as a qualification for a permanent academic post. In Great Britain about 97% of all university teachers are British citizens. In the United States, which has a highly restrictive and protectionist policy, there are 503,000 university teachers; of these, only 11,641 are foreign faculty--that is, 2½% of the total. Furthermore, a foreign scholar in the United States normally carries a two-year period of absence before the foreign academic can enter again for a teaching appointment.

As a result, consider this contrast: In 1968 the total number of university teachers immigrating to the United States was only 1,653; while the number entering Canada in that year was 2,280. This is almost an equal number of immigrant academics--yet Canada's population is not one-tenth of the United States.

QUESTION: *What does this gigantic inroad on Canadian education mean to us in Canada?*

It means that Canadian graduates cannot get jobs in their own country, because these positions are preempted by incoming academics. The current methods of advertising vacant posts and of recruitment automatically weigh the scales in favour of United States or British applicants; and the preponderance of non-Canadians in top departmental and faculty positions further prevails in favour of non-Canadian applicants.

It means that Canadian studies in many specified fields are neglected or not developed to their fullest capacity. This is especially true in the study of history, political science, economics, sociology, literature and the fine arts.

It means that higher education in Canada, instead of being fully oriented to Canadian problems and the realities of Canadian background and history, is shaped by American and British political concerns and historical orientations.

Canada as a social laboratory for the study of problems in psychology, sociology, politics, literature, is being neglected in favour of alien viewpoints and an alien order of values.

It means that Canadian students are being offered a view of the world from the perspective of a national outlook other than their own. Education in the United States, writes Alan M. Thomas, has been "conceived as an instrument of the creation of nationality." To Canadians, world problems and knowledge of the world present themselves in different terms and from a different perspective than they do to the Americans and the British. Canadian students are being deprived of the opportunity to develop this uniqueness.

Organizing Committee

Henry Beissel, (Sir George Williams University) Co-ordinator.
Louis Dudek, (McGill University)
Michael Gnarowski, (Sir George Williams University)